NEBRASKA
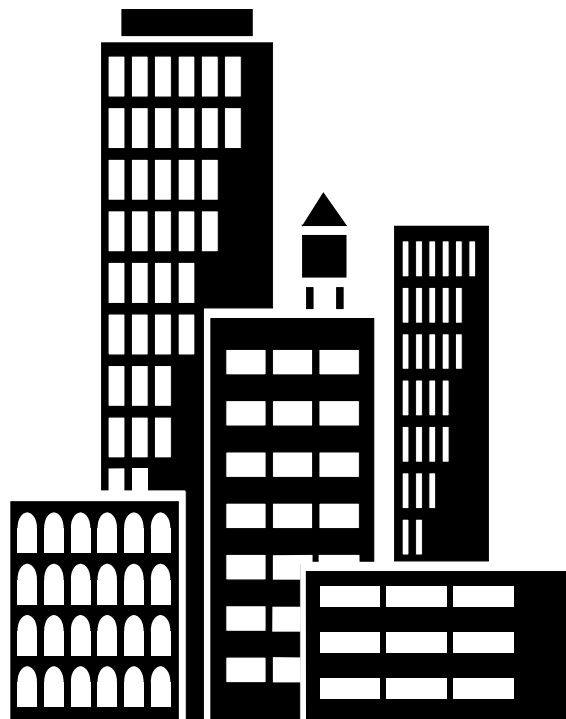
Work Based Learning Manual

PART III

MARKETING AND WORK SITE DEVELOPMENT GUIDE

NEBRASKA STATE DEPARTMENT OF EDUCATION

Kimberly J. Peterson .... District 1 .... Lincoln
Ann Mactier .... District 2 .... Omaha
Beverly J. Peterson .... District 3 .... Oakland
Rachel Bone .... District 4 .... LaVista
Stephen A. Scherr .... District 5 .... Hastings
Fred Meyer .... District 6 .... St. Paul
Kathy Wilmot .... District 7 .... Beaver City
Kathryn Piller .... District 8 .... Omaha

Douglas D. Christensen, Ph.D.
Commissioner of Education

NEBRASKA INDUSTRIAL COMPETITIVENESS ALLIANCE
SCHOOL-TO-CAREERS COMMITTEE

Thomas Whalen, Chair .... Silverstone Consulting, Inc. .... Omaha
Dennis Baack .... Nebraska Community College Association .... Lincoln
Craig Broyhill .... Broyhill Company .... Dakota City
Dr. Doug Christensen .... Nebraska Department of Education .... Lincoln
Dr. Don Helmuth .... University of Nebraska -Lincoln .... Lincoln
Dr. Carroll Krause .... Nebraska State College System .... Lincoln
Maxine Moul .... Nebraska Department of Economic Development .... Lincoln
Jim Paladino .... Omaha Joint Electrical Apprenticeship .... Omaha
A.F. "Tony" Raimondo .... Behlen Manufacturing .... Columbus
Sandy Scofield .... Nebraska Math and Science Coalition .... Lincoln
Maureen Wenke .... Wenke Manufacturing Company .... Pender

Part III - Marketing and Work Site Development Guide
TABLE OF CONTENTS

Work Based Learning
MARKETING AND WORK SITE DEVELOPMENT GUIDE

Executive Summary

For schools to gain the support of the community and nurture effective relationships with employers and community organizations, a full range of work based learning (WBL) marketing activities should be undertaken. This guide focuses on three aspects of marketing work based learning: program promotion, work site development, and designing marketing tools.

Program Promotion
Promotion, as defined by marketing professionals, includes four categories: publicity, advertising, personal contact selling, and sales. An effective work based learning marketing program utilizes all of these activities to stimulate community interest and encourage participation in the program. Overall work based learning program promotion is usually performed by school district staff on behalf of an entire program. Marketing efforts on this level include public relations, personal selling by administrators and sales activities like community meetings and brochure development. These activities are broad based and focus on informing the community at large of program benefits and features.

Work Site Development
Personal contact selling is usually performed by individuals who are responsible for developing work based learning sites and is directly related to their particular programs and students. Work site developers primarily engage in personal contact with individual employers and may utilize sales tools such as business cards, brochures and flyers created by the school district or themselves. Personal contacts made on this level are the foundations upon which successful programs are built.

Marketing works best when activities on all levels are coordinated. Each marketing activity should be viewed as part of an overall communication strategy whose ultimate goal is developing a successful work based learning program. The activities described in the following pages should begin during startup activities and continue in various forms as the program grows and changes.

Make sure that each individual involved in marketing activities understands and uses the correct terminology to ensure accurate communication on each level, across all types of marketing activities, and at all phases of development.

A. PROGRAM PROMOTION

1. Message Strategies

- **Focus on explaining how WBL will improve public education, and how audiences can get involved.**
  Research shows there is no need to persuade key audiences of the need to change our public schools. Limited resources should be focused on describing how STW will improve the quality of education students receive, and how audiences can get involved in creating more opportunities for students.

- **Emphasize the inclusive nature of WBL─that it benefits all students.**
  A wide margin of students believe they will go to college─and so do their parents. While statistics show these expectations do not materialize, it would be counter-productive to attempt to convince families otherwise. Communications should emphasize that WBL programs benefit all students, regardless of their future plan, because they: 1) make classroom learning more relevant; and 2) teach skills that apply to any career choice.

- **Communicate in emotional, anecdotal terms**.
  Throughout the research, the more emotion-laden arguments─keeping kids off the street and in school, giving them hope for a job, keeping college-bound students focused on their studies─appeal more to audiences than statistical ones. Emotional arguments, substantiated by reliable data, should be used to convince audiences that WBL will improve the quality of education students receive and is worth the effort.

- **Have students describe the relevance WBL brings to the classroom.**
  Emotion moves audiences, and few are as capable of imparting passion about WBL as students involved in structured work experiences and other WBL programs. In student focus groups during site visits, students spoke convincingly about how WBL experiences have brought relevance to their studies. Communications tools and activities should be structured to include student testimonials and anecdotes in a significant way.

- **Focus resources on personal interaction over mass media.**
  Research shows the mass media is not connecting with public, parents, students or business on school reform issues. In fact, parents said they get most of their information about schools from personal observation, school newsletters and contact with school staff. Resources should be focused on activities that connect all audiences, in a personal way, with WBL.

- **Gain support of stakeholders by ensuring:**
    - they know the program exists.
    - they perceive the program accurately.
    - they believe the program is of value to them.

- **Marketing efforts must be coordinated and sustained.**
  "One shot" efforts are seldom effective, no matter how good they are.

When developing marketing materials such as brochures, videotapes or newsletters, be certain to consider these important points:

- **Promote the benefits of work based learning, not the features.**
  People make decisions to support a program primarily to meet some need of their own. Therefore, everything you communicate─to every audience─should address the benefits to them.

- **Understand and address audience concerns "up front".**
  People know that nothing is free; help them understand how the benefits of work based learning outweigh the costs. Those costs can be both real and perceived. For example, parents may fear that school-to-careers is a form of tracking. Show them that students will have access to postsecondary school options, and that success in work based learning programs often leads students to consider education options they previously had not considered.

- **Shift your marketing activities as the program develops.**
  As the program and public opinion toward it evolve, different marketing strategies may be required.

School-to-Work Marketing and Communications Plan: Report and
Recommendations for 1995-96 Oregon Department of Education

2. Evaluating Promotional Activities

Take the time to evaluate your marketing activities and discontinue those that don't work or achieve your objectives. Your evaluation techniques should be manageable and practical. Evaluation involves monitoring results by comparing a planned performance against an actual performance. How accurately did the planned budget, timetable and resources reflect the actual budget, timetable and resources?

3. Marketing Your WBL Program to Stakeholders

The following table provides strategies for marketing your work based learning program to district personnel, the entire school staff, teachers and counselors, students, parents, and employers.

Marketing Your WBL Program to Stakeholders	
a. **DISTRICT PERSONNEL**	• **Sell the concept of work based learning** Provide administrators and school boards with concrete information on the implementation process and success stories of other work based learning programs. Provide solid data (e.g., drop-out and postsecondary completion rates) to clarify the need for the program. This is an ongoing process. • **Produce formal orientation materials** A formal description of the program which articulates program goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. Brochures and handbooks are good formats for orientation materials.
b. **STAFF ORIENTATION AND DEVELOPMENT**	Orientation and ongoing staff development activities empower teachers and counselors to adopt new practices that connect school and work. Topics may include: • **Formal orientation and handbook**. A formal introduction to the program which articulates program goals expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. • **Potential WBL sites and employers**. Provide information regarding the industries in which students will work and the potential of workplaces as learning environments. • **High expectations for all students.** Reaffirm school's commitment to high expectations for student performance. • **Applied academics**. Encourage the development and use of applied learning activities/courses that encourage the active exploration of the work environment and the development of higher-order thinking skills. • **Curriculum integration**. Build a supportive peer network through which they can work together to develop new teaching materials and strategies and reinforce each others' efforts. • **Summer internships and job-shadowing days**. Employer-sponsored internships are a popular and proven technique for giving first-hand exposure to academic, social, and technical demands of today's workplace. • **Consensus-building and joint planning meetings.** Regular meetings to discuss the demands and opportunities of the program and to resolve problems as they arise are very important in facilitating buy-in and program improvement. Programs should strive to incorporate this necessary function into the regular school day, which may require shifts in class schedules, teacher course leads, etc. • **Training institutes and workshops**. Specially designed institutes and workshops provide opportunities to learn and practice instructional approaches for linking school and work and impart techniques that encourage active, student-directed learning.

Marketing Your WBL Program to Stakeholders	
c. TEACHERS AND COUNSELORS	Designing and implementing school-to-career programs requires fundamental changes in standard practices. Teachers collaborate with employers to develop integrated curricula, team-teach with their peers and "coach" rather than lecture to students. Guidance counselors connect student to the local labor market and range of postsecondary options, not only four-year colleges. Without strong teacher and counselor support, it is impossible to realize these necessary changes to the traditional operation of schools. • **Bring them into the design process**. Unless they have an opportunity to influence the design process, it is unlikely that they will take program implementation seriously. • **Link program goals to concerns that they have identified**. Make it clear that the goals of the program are consistent with concerns raised by staff about student performance, efficient operation of the school, professional development and support and preparing students for the world at large. • **Educate them about the changing demands of the workplace and the wide range of postsecondary options**. Help them better understand the academic, social, and technical demands of modern work and the range of career and learning opportunities in the community by providing opportunities to visit the work place and meet with work site staff. • **Provide staff support**. Support staff by: arranging visits to other school-to-career programs to learn first-hand how project-based learning and team-teaching approaches are put in place; supporting attendance at school-to-careers conferences; providing time for teachers and counselors to meet with peers on issues of curriculum and program development; and supplying concrete examples of integrating school-based and work based learning. • **Enlist current participants from other programs**. Teachers and counselors often become more interested when they hear the enthusiasm of their peers and their students.

| **Marketing Your WBL Program to Stakeholders** |

d. **STUDENTS**	The best incentive for student participation is a program that is considered by peers and parents as high status, with a range of postsecondary options including college, work, and technical training. Program staff should provide students, and the adults who influence them, with clear and compelling information about program design and benefits, emphasizing that the program; is a stepping stone toward further high value work and postsecondary educational opportunities; doesn't cut off options, but enhances them; and provides support to students. At every step, help students get a clear idea of what it means to participate.

The world of work is foreign to most students. Expectations, rewards and consequences need to be spelled out clearly through orientation. Marketing activities can play an important role in helping dispel students' initial fears and confusion.

- **Distribute student information packages,** including program brochures, course listings, newspaper articles, information on local industry trends and brief quotes from program participants.
- **Hold student assemblies** with employers and have participating students provide testimonials.
- **Host open houses** for students, parents, and staff at employer facilities.
- **Involve students in the promotion process** after the first year of implementation, since students can be a program's best friend.
- **Present at middle school** civics and career development classes to promote the program.
- **Conduct community outreach** using newspapers, radio, television and presentations at parent/community-based organization meetings.
- **Prepare a formal handbook** outlining the policies and expectations of the program.
- **A separate introduction** to a student's particular workplace, as a new employee. Such introductions generally give students necessary information about procedures and expectations (e.g., health and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.
- **A kick-off reception** for students and their parents, hosted by the employers and attended by school and community partners, including local government representatives, is a further means of initiating student participation in a supportive work and learning community. A final dinner/awards ceremony at the conclusion of the year can also be held. The following year's recruits can also be invited, to view firsthand the progress of participating students.

Marketing Your WBL Program to Stakeholders	
e. PARENTS	Parents can be either enthusiastic supporters or suspicious opponents of work based learning programs. Program promotion should address parents' concerns. ● **Begin your program early.** Parents are usually enthusiastic about career awareness and job-shadowing opportunities at the elementary or junior high school levels. Starting all children in career-focused programs early can lessen the chance that the WBL program will be labeled by parents as "second-best." ● **Ask parents their concerns, and respond to them.** Be ready to respond to typical concerns of parents, such as: Is the program another form of tracking? Will college options still be open to my child? Will my child be forced into making a career choice too early? What sort of job will he or she be doing? Will transportation be made available between the school and the workplace? ● **Involve parents in program design and ongoing operations**. Parent-teacher organizations can be a good venue for recruitment and orientation. ● **Have parents sign a mutual expectations agreement**. Being party to an agreement with employers, teachers and their child can enlist parents in reinforcing their child's learning. ● **Work with community-based organizations**. Community-based organizations are often a voice and advocate for parents. Working with these organizations can be a vehicle for parent communication. ● **Invite parents to visit the people and institutions connected with the program.** Making it possible for parents to visit the firm(s) and school(s) where their children will be learning can help them better understand the nature of the program. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children. ● **Stress the guidance and career planning components of work based learning**. Students often complain that "no one at school cares." Stressing to parents that special supports will be provided to help students negotiate the demands of work based learning and make decisions about future education and career goals will help demonstrate to parents that your program is not "business as usual."

Marketing Your WBL Program to Stakeholders	
f. EMPLOYERS	Work based learning programs ask employers to play a significant role in designing and providing work and learning opportunities for students. This is a departure from most school-business partnerships, which typically are more limited in scope and employer commitment. To recruit employers, program designers must understand what might motivate employers to play this more significant role and make it as easy as possible for them to get involved. Basic strategies for recruiting employers include: ● **Use business leaders to recruit their peers.** Peers have the best chance of convincing employers of the value of participation. CEOs and other top managers can gain access to and command the respect of the leaders of other firms, with whom they share common concerns and expectations. ● **Anticipate and be prepared to answer employer concerns.** Employers want to hear clear, concise answers to their questions and concerns about program administration, design, costs and benefits. Employers who have had mixed results with previous school-business partnerships will particularly want to know how the work based learning program can be structured for success. ● **Highlight specific benefits to employers.** The message crafted for employers should underscore the short-and long-term benefits of participation. Two areas of emphasis are broad labor market trends─aging of the existing workforce, rapid technological change, the demand for new skills, the high costs of recruitment, the decline of traditional training pipelines─and the individual firm's civic profile. ● **Build a genuine partnership.** Involve employers early in the program planning so that they have significant responsibility and sense of ownership. Employers will have a greater interest in becoming involved and maintaining their support if they feel that it is their program, too. ● **Clarify the expected roles and responsibilities of employers.** Work based learning programs require employers to commit time, staff and money. It is essential to make clear from the beginning appropriate roles and responsibilities that are consistent with program goals and basic design. Employers will be more willing to become involved if they know up-front what is being expected of them. ● **Enlist upper-level management to sell the program.** Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message the program is highly valued and integrated with the company's overall human resources strategy.

B. WORK SITE DEVELOPMENT

Establishing and maintaining education and work liaisons is a major component in creating work based learning opportunities. WBL coordinators and/or other personnel such as the teacher/coordinator of a work based learning program are involved in the work site development process.

The primary purpose of work site learning is education. Work site learning is an extension of the education program of the school. Work site learning sites can serve various purposes: career awareness, career exploration, and career preparation and application, including the attainment of academic general workplace and occupational competencies. The following steps will insure the establishment of work site learning opportunities that meet these objectives.

1. Determining Your Needs

Decide what type of work based learning experience you are trying to set up for your students. Carefully consider which employers to target for contact.

2. Researching Employers

Gather as much information about potential employers as you can through personal contacts and professional organizations.

- **Network** with your friends and coworkers and ask for contacts within the organizations.

- **Research each organization.** Public libraries often have the publication *Contacts Influential* which provides specific information about companies such as the number of employees, contact names, and information about other similar companies or organizations.

- **Survey local organizations.** Find out what types of work based learning activities the organizations in your community are willing to participate in. In some areas, business education contacts take on the role of connecting businesses with schools through the development of databases. In other areas, Chambers of Commerce have assumed this connecting role. In smaller communities, the work based learning coordinator should be prepared to take on this responsibility.

3. Identifying Potential Employers

Some firms are more likely than others to participate in a new work based learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- **Prior involvement in school-business partnerships**. Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district- or city-wide education reform committees may be inclined to participate, particularly if their experiences have been positive.

- **Tradition of leadership in community affairs**. Banks, hospitals and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.

- **Commitment to being a "learning organization"**. Firms that invest in the development of work skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic-skills and English as a Second-Language programs, quality management programs and tuition reimbursement plans.

- **Industry areas which employ large or increasing numbers of employees.** Companies that are growing, and those that are not currently hiring but can articulate a three- to five-year hiring strategy to meet their long-term goals, can see the need to build their labor supply.

- **Firms and organizations experiencing labor shortages.** Firms experiencing high retirement rates and/or

lack of entry-level workers may see immediate need for work based learning programs.

- **Cooperative labor-management relations—**Workers and their organizations have been active partners in work based learning programs in unionized and non-unionized workplaces. However, workers often have legitimate concerns about their job security and access to training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.

- **Friendly competition with firms in the same industry.** One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.

- **Familiarity with U.S. and European work based learning models.** First-hand knowledge of youth apprenticeship or other work based learning systems can increase employer receptivity.

4. Establishing Student Work Sites

- **Effective communication is the foundation for developing and maintaining work based learning sites**. Some employers will prefer to have a single point of contact to maintain and develop relationships with schools. Program coordinators or business education contact personnel can fulfill this role. Other employers will prefer to work directly with school staff members responsible for placing students in their organizations.

- **Call employer(s) and community organizations**. It is always best to have the name of an individual within a company to call. In marketing terms this is referred to as a "warm" call. If you don't have a name you will need to do a "cold" call. When cold calling, explain your reasons for calling and ask for the name of the person who might be responsible for this type of activity. You may be referred to the Human Resources Department or Personnel Department, especially in large organizations.
    - **Prepare a phone conversation script** that has all the information you will need to give an employer. Introduce yourself and ask for some time to discuss your program. Explain program needs clearly and concisely. Emphasize the benefits of participation. When preparing your script, pretend that you are the employer. What would you want to know first? e.g., Liability? Time commitment? Paperwork? Costs? What would make you listen to what you have to say? e.g., concern for the well-being of young people; benefits for the company. Solicit questions and immediate concerns from the employer. If possible, set up a meeting time for further discussion. Confirm arrangements by letter or phone call.

- **Meet the work site staff in person.**
    - **Bring written material.** Some suggestions: business cards, fliers, letter of introduction, booklets, sales packet/portfolio, name tags, brochure, flip charts, agreement form, newsletters, letters from the high level school administrator.
    - **Practice professionalism.** When meeting with the employer, follow the same interview guidelines you teach your students. Know your material. Listen well. Utilize good communication skills. Respect the employer's time. Dress appropriately.
    - **Conduct the meeting in a place where interruptions are minimal.** Give a brief explanation of your program needs. Include information about type and age of students involved. Use the meeting to learn about the work site and the industry. Do more listening than talking. Allow time for questions from both sides.
    - **Emphasize the benefits of participation.** Benefits can fulfill needs or solve problems. Potential benefits for employers depend on the type of activity in which they participate. Some possible benefits to employers include access to motivated part-time personnel, reduction in training costs and pre-screening time, opportunities to observe possible candidates for full-time jobs, and, most importantly, the satisfaction of knowing that they are taking an active role in improving the community. Use persuasion skills to "sell" participation to work site staff.
- **Get the Commitment.** Ask for what you want—participation and support. Be honest and clear about your

expectations. Employers do not like surprises.

- **Prepare and Sign Written Agreements Where Applicable**. Sample documents are included in the Parts V-VIII of this manual. Make sure that all involved parties understand program expectations and responsibilities. Employers appreciate having things spelled out. Structured work experiences (internships, apprenticeships, etc.) require formal training agreements signed by all parties. Less formal experiences (job shadows, informal observations) can use simple checklists or outlines.

- **Set up time(s) for students to participate.** For older students, setting up their own appointments and schedules can be a valuable part of the learning experience. Make sure that everyone who needs to—parents, employers, students—has correct information about when and where activities will take place.

- **Provide written material that spells out employer responsibilities.** Sample letters thanking the employer for agreeing to participate and outlining his/her role and suggested activities can be found in Parts V-VIII.

5. Recruiting Work Site Staff

Dedicated trainers and mentors are essential to successful student learning experiences at the work site. Department supervisors and staff may have misgivings about getting involved in a school-to-careers program, anticipating the demands placed on their time. Address their concerns while highlighting the personal and professional rewards of providing guidance and training to students. Some suggestions for recruiting workers:

- **Use peer-to-peer recruitment**. Build a cadre of staff who are committed to education and enlist their help in recruiting their peers. Prospective mentors and trainers will be more receptive to the school-to-careers concept when it comes from respected colleagues.

- **Encourage upper-level management to sell the program**. Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that the program is highly valued and integrated with the company's overall human resources strategy.

- **Address key questions and concerns**. Taking on the role of a mentor or trainer means changing the way department supervisors and staff do their work. Work with the CEO or human resources department to answer questions about job security, liability, and potential impact on productivity.

- **Clarify roles and responsibilities**. Mentors and trainers must commit significant time and energy to their student protegees. Clarifying roles and responsibilities, and the ways in which mentor participation supports the goals of the company, can help recruit work site staff to the program.

- **Build in support systems**. Mentors and trainers need orientation and support to work effectively with students and to structure quality work based learning experiences. A head mentor or work site coordinator can help manage the program at the work site.

- **Reward employees for their participation.** Formally recognize employees' participation in the program through newsletters, lunch table presentations, seminars and/or personal thank you letters.

6. Connecting Students With Work Sites

- **Establish an application process for purpose of matching**. This will help the work based learning coordinator learn about the student and make appropriate matches with work sites to ensure that the work based learning experience addresses the student's interests, needs and goals. Encourage employers to help students develop specific learning objectives that integrate classroom theory and knowledge with the skills and knowledge gained at the work site.

- **Match participants with work sites.** Site supervisors will want to participate in the selection of the

students they will be working with, especially if they are providing a paid work based learning experience. They will want to select individuals who are compatible with their staff and work activities. Arrange student interviews with site supervisors, and allow them to select the students to be placed in their work sites whenever possible. Have students prepare resumes, applications and cover letters. Employers may request these materials prior to or during an interview. Ask the employer to provide job descriptions to ensure a successful match with students' skills.

- **Advise employers that you have pre-screened applicants and give the employer a copy of your criteria**. Design criteria as needed. Inform employers of students' strengths, such as reliability, good work habits, and skill level. Describe specific skills such as: "a student can keyboard on a Mac personal computer 40 WPM, but has not mastered spreadsheets or databases."

7. Follow-up

- **Call or visit with the student's site supervisor**. The amount of contact depends upon the type of activity. For activities that last less than a day, like job shadows or observations, a follow-up call or letter is usually appropriate. Longer activities such as mentoring, cooperative education placements, internships and practicums require ongoing contact between school and work site staff. A minimum of two contacts during a twelve week term is considered appropriate. If concerns or problems arise, more frequent contact may be necessary.

- **Use follow-up contacts to check on a range of issues**. Discuss student participation and progress to concerns or problems. Ask informal, open-ended questions to help elicit information from the site supervisor about the experience.

- **Send an evaluation form to be completed by the site supervisor**. Evaluation forms should focus on the student's participation as well as the employer's impression of the activity and how it could be improved. The student's evaluation can be included in his/her portfolio or as part of a written report.

- **Have student(s) send a thank you note to employer.** If necessary, provide students with a sample thank you letter. Encourage students to personalize their letters by highlighting at least one thing that they learned or enjoyed during the experience. Suggest that students ask permission to use the employer as a reference,

  Send a thank you from the school, as well. We all like to know that we are appreciated. Keep small note cards and envelopes on hand. A short, personal, hand-written note is often more valued than a letter or memo unless the letter can be placed in a personnel file. If it's not possible to write a personal note, at least send a form letter. It's great PR for next time.
  Other ways to say thanks.
  -Give certificates of appreciation
  -Conduct award to recognition ceremonies
  -Give small, inexpensive gifts such as pens or note pads with school/program name

- **Create an employer file.** Document all employers and the activities in which they've participated for future reference. Maintain a mailing list of organizations that are active in your program. This data base should also include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students.

- **Stay in touch with employers**. They'll be more inclined to work with you if you have a good, ongoing relationship. Some ideas: encourage student(s) to write letters some time later explaining how the experience made a difference; publish a quarterly newsletter or one page flyer sharing student/employer activities.

C. DESIGNING MARKETING TOOLS

Communication is enhanced when materials are written and designed well. They do not have to be expensive. Attractive materials communicate a level of professionalism and help engage the reader in the message. The following materials provide guidelines for preparing brochures, newsletters and news releases. They were created by Steve Walter, Tri-County Technical College, Pendleton, SC, 803-646-8361 X2253., copyright 1994, and are published here with his permission.

1. Designing Effective Brochures

Your first step in developing an effective school-to-careers program brochure should be to ask for professional help with the writing and design if it is available. That help might come from the public information office of your local school district or from another partner in your coordinating council, perhaps. If no such resources are available, however, you can create an attractive, effective brochure yourself.

Determine early on how the brochure will be printed—by commercial printer or by the in-house duplication center of one of your partners. Talk to your printer early about your plans, and allow him to help you get the best results from whatever money you have available to spend.

The greatest challenge in developing an effective brochure is to capture the reader's attention and create enough interest that he or she will open the cover and read on. Having accomplished that, you want to present the information inside in a way that will guide the reader through the text and help him or her locate information quickly.

Formats
Choose the format and size which best suit the purpose of your brochure. Format and size are often determined by the method of distribution. If it's going to be mailed with a cover letter, for instance, the brochure should be designed to fit inside a business envelope.

The most common brochure format is an 8 ½" by 11" sheet folded like a letter to create six vertical panels. Although the vertical format is most common, the same format can be printed horizontally. To gain more room for copy or illustrations, you may choose a slightly larger 8 ½" by 14" sheet containing eight panels. The brochure can be printed horizontally or vertically.   Even larger formats can be used if brochures will be distributed by hand, displayed in literature racks, or mailed in oversized envelopes.

The Cover
Cover design is also dependent to some degree on your distribution method. If the brochure is to be displayed in a literature rack, the headline and other identifying information should be located so they will be visible.

Often the cover consists of a photograph or illustration and a large headline. Sometimes it includes a series of smaller illustrations instead of a large one, or no photographs or illustrations at all. Instead, the headline is the dominant visual element. Frequently a subhead is used to amplify the brochure's headline and lure the reader inside. Whatever else is on the cover, plan for it to include your program logo, or other identifying elements.
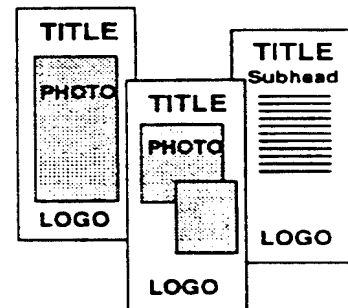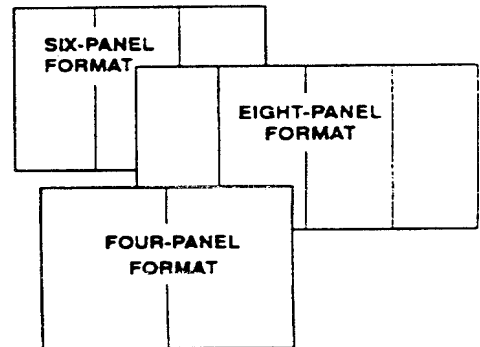
Layout Options

Your brochure can be arranged as a series of individual panels or as sets of side-by-side panels. Multi-panel "spreads" can add variety and interest to the entire layout, provide space for photographs or illustrations too large for a single panel, or emphasize a portion of your text. Just be sure not to disturb the publication's overall continuity.

Remember to correctly organize the sequence of information on the panels. Before beginning to "lay out" or locate information on the brochure, you should fold a blank sheet and create a "dummy" so you will know where each section should go.

Your brochure should be designed for easy left-to-right reading. The layout should make it easy for the reader to follow the central "thread" of the document and establish a hierarchy of importance for the content, reinforcing your message. (Since some readers may only scan the headlines and subheads, those should be written so as to communicate the gist of your message.)

Type and Artwork

The text and white space are your brochure's most important design elements. Type should be clean and easy to read. Avoid elaborate typefaces that can overpower your message and inhibit quick reading.

Resist the temptation to crowd too much copy onto a page. Generous margins communicate to the reader that the content is well organized. Cut the copy if you have to in order to leave adequate margins.

Multi-panel Spreads

Inside

Outside

Brochure Dummy

Inside

| 1 | 2 | 3 |
| 4 | 5 | 6 |

Outside

Checklist for Brochure Design

1. **Is the design and format appropriate for its method of distribution?**

2. **Does the front cover contain a headline or copy that invites the reader to read on?**

3. **Is there a smooth and logical development of ideas from the front to back covers?**

4. **Is there an attractive balance between text, illustrations, and white space?**
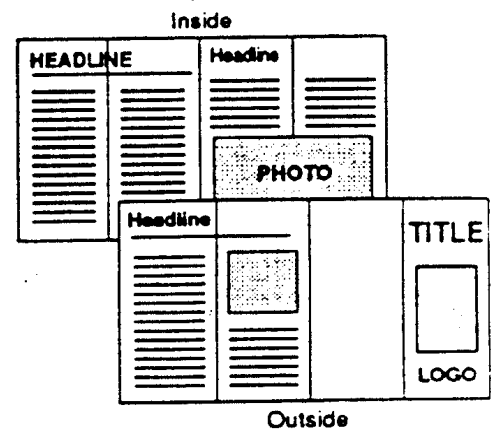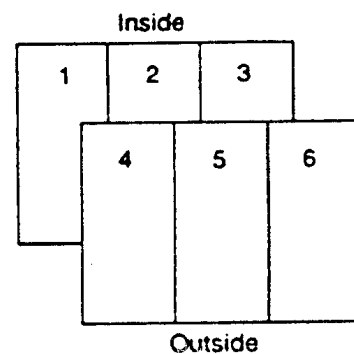
A news release is an effective, free way to reach the public. It can be submitted to newspapers, television and radio stations. While the use of your release may depend solely on the availability of time or space, you can improve your chances by choosing a topic which may have some impact on the community and by preparing an effective release. The illustrations below and on the next page show the elements of a well-prepared release:

NEWS   FROM YOUR SCHOOL/DISTRICT/COUNCIL

Educators Attend Work Based Learning
Marketing Seminar

CONTACT: (Name of person submitting the news release)

FOR IMMEDIATE RELEASE
                  WHO   **WHERE**
NORTH PLATTE-- [Thirty six Nebraska educators] met [at the _____
                  WHEN   **WHY**
School District office] [Monday, June 15, 20__] [to share experiences and learn
                            WHAT
more about marketing their work based learning (WBL) programs.] The seminar was one of

many training activities conducted across the state with funding support from the Nebraska

Departments of Education and Economic Development.

     Local WBL practitioners conducting the program included

Mrs. _____, Program Director of the_____ County Youth Apprentice-

ship Initiative, Mrs. _____, science teacher at _____ High School, and

Mr. _____, counselor at _____ High School. Participants included secondary and

postsecondary faculty, staff and administrators from Columbus, Ogallala, Grand Island, and

Scottsbluff. The participants also included educators from other parts of Nebraska.

The Work Based Learning education reform initiative involves curriculum reform at both the

secondary and postsecondary levels aimed at increasing the number of students who complete

high school and go on to some postsecondary education.

This release prepared by:
    Name of WBL Partnership
    Address
    City/State/Zip
    Phone
    FAX
    E-mail address

Tips for a Successful News Release

◆ Send it to the correct person at the paper or station. If you don't know who that is, call and ask.

◆ Be brief and to the point. Two or three pages (double spaced) should be your limit. If they want more information they will call for an interview.

◆ Provide photographs if you have them. They may make your release more appealing to the public and more likely to be used. If you send photos, include captions for each.

3. Creating The Perfect Newsletter

Is there such a thing as a "perfect" newsletter? Probably not, but any publication that does a selling job for your program probably comes as close to "perfect" as is necessary. The points described below contain information appropriate to a wide variety of organizations interested in reaching a particular segment of the public. All of the points will not apply to every newsletter, and some of them should be ignored or reversed in special circumstances, but a checklist like this will help you cover all the necessary bases.

◆ Work for a special look. Use color, graphics, and innovative design. Emphasize photographs. Consider using a distinctive typeface in the title.

◆ Choose typefaces elsewhere for maximum readability. Most readership studies show that serif typefaces are easier to read than sans serif. (Serifs are the little "feet" on the letters. This typeface is serif.)

◆ Keep typefaces, spacing, type sizes, illustration styles and format consistent throughout.

◆ Use a three-column format for maximum flexibility and interest. One-column is hard to read, two columns can be monotonous.

◆ Stick to the same format in every issue and on every page.

◆ Choose a distinctive name, but don't be so clever that the purpose of your publication is obscured.

◆ Be brief. Space is not unlimited Use simple, readable sentences.

◆ Consider the advantages of starting several articles on the front page to keep readers from "dropping out."

◆ Keep a file of extra articles, quotes, or graphics to use as fillers in an emergency.

◆ Try to use information that will pique the interest of readers.

◆ Use wide margins. They make reading easier.

◆ Number the pages.

◆ Include your mailing address and phone number. Provide the name of a contact person; you never know where your news-letter may end up.

◆ Choose ink and paper colors carefully. Readability of type and photographs is best with black ink on white paper. What you gain in design, you can lose in readability.

◆ To save money, specify "pot" inks rather than PMS colors which have to be mixed by the printer.

◆ Use a calendar in each issue with special dates marked.

◆ Leave copies in the guidance office, the school library, and other appropriate places.

◆ Consider sending a cover letter with the newsletter to re-emphasize a special point or event.

◆ Mail a copy to all inquirers.

◆ Compare bulk rate postage vs, first class and choose the method most suitable for your purposes and circumstances.

◆ Consider designing the newsletter as a self-mailer instead of using an envelope. Will there be enclosures? Will the post office handle your mailing?

◆ Be clear about your budget. Determine all of your out-of-pocket expenses in advance. So there are no surprises.

BIBLIOGRAPHY

ACT Career Planning Program (CPP) Six Job Clusters, American College Testing, 2201 North Dodge Street, Educational Services Division, Iowa City, IA 52243

A Guide to Work-Based Learning: Business and Industry Risk Management Plan, Michigan Department of Education, Office of Career and Technical Education, PO Box 30008, Lansing, MI 48910

Academies in Context, CORD Communication, Vol. 3, No. 4, Aug/Sept., 1997, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Career Academies Presentation, December 1997, GMS Partners, Inc., National Career Academy Coalition, 1122 Kersey Road, Silver Spring, MD 20902

Career Academies: Communities of Support for Students and Teachers─Emerging Findings from a 10-Site Evaluation. James J. Kemple, Manpower Demonstration Research Corporation, December 1997, MDRC, 16 East 34 Street, New York, NY 10016-4326

Career Opportunity Fair 1997, Beatrice Chamber of Commerce, 226 South 6th Street, Beatrice, NE 68310, Phone: 402-223-2338

Consensus Framework for Workplace Readiness, CCSSO Workplace Readiness Assessment Consortium, July 1995, Council of Chief State School Officers, One Massachusetts Avenue, N.W., Washington, D.C. 20001

Designing Marketing Tools, Steve Walter, Tri-County Technical College, Pendleton, SC, Phone: 803-646-8361 X2253, Copyright 1994

Developing and Implementing School-to-Work in South Carolina, South Carolina Department of Education, 1429 Senate Street, Columbia, SC 29201, Phone: 803-734-8492, Fax: 803-734-8624

Getting to Work: A Guide for Better Schools , MPR Associates, Inc., 2150 Shattuck Avenue, Suite 800, Berkeley, CA 94704, Phone: 510-549-4551

Holland's Self-Directed Search (SDS) Six Personality Types, Psychological Assessment Resources, Inc., PO Box 998, Odessa, FL 33556

Nebraska Innovative School-to-Work Strategies 1997, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509-4987, Phone: 402-471-0948

Opening Minds, Opening Doors: The Rebirth of American Education, CORD Communications, PO Box 21206, Waco, TX 76702-1206, Phone: 817-772-8756

Oregon Work-Based Learning Manual, March 1996, Lane Community College, Cooperative Education Department, 4000 East 30th Avenue, Eugene, OR 97405-0640, Phone: 541-726-2203, Fax: 541-744-4168

The School-to-Work Glossary of Terms, National School-to-Work Office, Washington, DC, July 1996

Teacher Externship Guide: Step-by-Step Procedures for Designing Externships, Boston Public Schools, 26 Court Street, Boston, MA 02108

Workplace Learning Strategies Manual, Allan Hancock College, 800 S. College Drive, Santa Maria, CA 93454, Phone: 805-922-6966, EXT 3613